

## Textbook Alignment to the Utah Core – 8<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list*  
([www.schools.utah.gov/curr/imc/indvvendor.html](http://www.schools.utah.gov/curr/imc/indvvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_

Name of Company and Individual Conducting Alignment: \_\_\_\_\_  
Sue Mash

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 8 Language Arts

Title: Writer’s Choice: Grammar and Composition, Grade 8 © 2009 ISBN#: 0078887712

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the <i>Student Edition (SE) and Teacher Edition (TE)</i> of the Utah State Core Curriculum: <u>  100  </u> %			
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: _____%			
<b>STANDARD I: (Reading Comprehension):</b> Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>  100  </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
			<b>Not covered in TE, SE or ancillaries</b> ✓
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.			
<b>a.</b>	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	<b>Student Edition:</b> 671 <i>Prefixes</i> 672 <i>Suffixes</i> 673 <b>Teacher Wraparound Edition:</b> CL 674; T 672	
<b>b</b>	Extend the meanings of words through understanding of connotation.	<b>Student Edition:</b> 668-669 <b>Teacher Wraparound Edition:</b> CL 669	

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c.	Determine word meaning through definition or explanation context clues.	<b>Student Edition:</b> 668-669 <b>Teacher Wraparound Edition:</b> CL 669		
d.	Distinguish between commonly confused words (i.e., <i>capital /capitol; cell/sale/ sell; choose/chose; emigrate/ immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week</i> ).	<b>Student Edition:</b> 559-560, 561-562, 563-564, 679-680, 692 <b>Teacher Wraparound Edition:</b> CL 564; EE 562; ELL 680		
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).				
a.	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).	<b>Student Edition:</b> 338-340, 341-343, 344-347, 348-351, 609, 695-696, 709-712 <b>Teacher Wraparound Edition:</b> LPR 696; RWC 343; T 339; TS 712; VR 349		
b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	<b>Student Edition:</b> 668-669; 722-727 <b>Teacher Wraparound Edition:</b> ARS 36, 254; CL 669; T 131		

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c.	Infer meaning from explicit information in text.	<b>Student Edition:</b> 95 #2 <b>Teacher Wraparound Edition:</b> CT 37; T 34, 143		
d.	Distinguish fact from opinion.	<b>Student Edition:</b> 274-277 <b>Teacher Wraparound Edition:</b> T 275		
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.				
a.	Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)	<b>Student Edition:</b> 142-148 <b>Teacher Wraparound Edition:</b> EE 148		
b.	Describe a character's traits based on what other characters think, say, and do.	<b>Student Edition:</b> 32-38, 110, 142, 148, 152, 188-194 <b>Teacher Wraparound Edition:</b> CT 143		
c.	Identify themes in literary works.	<b>Student Edition:</b> 250-258		

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d.	Define and describe settings in literature (e.g., place, time, and customs).	<b>Student Edition:</b> 4, 90-94, 188-194, 250-258 <b>Teacher Wraparound Edition:</b> T 5		
e.	Compare types of figurative language (i.e., simile, metaphor, and symbolism).	<b>Student Edition:</b> 114-117, 118-121, 130-133, 302-306		
f.	Distinguish between free verse and rhyme.	The following references discuss poetry and may be expanded to meet this objective. <b>Student Edition:</b> 242-243 <b>Teacher Wraparound Edition:</b> T 243		

<b>STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: ___ 100 ___ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i>(titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.				
<b>a.</b>	Organize events and ideas in order of importance.	<b>Student Edition:</b> 58-61 <b>Teacher Wraparound Edition:</b> EE 60; JWT 59; T 60		
<b>b.</b>	Focus written facts or events around a clearly stated, unifying idea.	<b>Student Edition:</b> 42-45, 54-57, 58-61, 62-65, 87-89, 172-175, 176-179 <b>Teacher Wraparound Edition:</b> C 65; LPR 178		
<b>c.</b>	Connect text to self, text to world and text to text.	<b>Student Edition:</b> 12-15, 24-27, 210-213, 226-229, 242-245, 294-297 <b>Teacher Wraparound Edition:</b> C 229; ELL 14; JWT 211, 243; T 295		

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<b>Objective 2.2:</b> (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
<b>a.</b>	Convey a unifying theme or idea.	<b>Student Edition:</b> 20-23, 28-31, 134-137, 156-159, 168-171, 172, 175, 180-183 <b>Teacher Wraparound Edition:</b> C 137; ELL 174; T 135		
<b>b.</b>	Order events effectively and experiment with flashback or foreshadowing.	<b>Student Edition:</b> 142-148 <b>Teacher Wraparound Edition:</b> EE 148		
<b>c.</b>	Use narrative details (e.g., dialogue, description, imagery, symbolism).	<b>Student Edition:</b> 114-117, 118-121, 122-125, 130-133, 168-171 <b>Teacher Wraparound Edition:</b> ELL 132, 170; JWT 115, 119		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
<b>a.</b>	Evaluate and revise for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Ideas: Specific and relevant details that support the idea.</li> <li><input type="checkbox"/> Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.</li> <li><input type="checkbox"/> Voice: Appropriate tone and voice.</li> <li><input type="checkbox"/> Word Choice: Words appropriate to audience.</li> <li><input type="checkbox"/> Sentence Fluency: Varied sentence structure.</li> </ul>	<b>Student Edition:</b> 66-69, 70-73, 74-77, 140, 833-834 <i>Revising</i> 30, 88, 186, 248, 300 <b>Teacher Wraparound Edition:</b> CL 68; ELL 76		
<b>b.</b>	Edit for conventions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct grade-level spelling</li> <li><input type="checkbox"/> Correct use of quotation marks and commas in dialogue.</li> <li><input type="checkbox"/> Correct verb tenses.</li> <li><input type="checkbox"/> Correct use of relative pronouns.</li> <li><input type="checkbox"/> Correct agreement of pronouns and antecedents.</li> <li><input type="checkbox"/> Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).</li> </ul>	<b>Student Edition:</b> 168-170, 409-410, 437-438, 509-510, 589-590, 609-610, 633-634, 682-689 <i>Writing Activities</i> 171 <b>Teacher Wraparound Edition:</b> DLA 409, 682; MA 409, 682; T 683		



STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.				
a.	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).	Student Edition: 12-15, 266-229 <i>Keeping a Learning Log</i> 13 <i>Prewriting</i> 247, 299 Teacher Wraparound Edition: T 227, 247, 299		
b.	Choose information that best supports the focus of inquiry.	Student Edition: 228, 274-277, 803, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 Teacher Wraparound Edition: JWT 275; T 185, 228, 276		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Distinguish between reliable and unreliable sources of information.	<b>Student Edition:</b> 228, 274-277, 803-804, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 <b>Teacher Wraparound Edition:</b> JWT 275; T 185, 228, 276		
d.	. Distinguish primary from secondary sources.	<b>Student Edition:</b> 228, 274-277, 803-804, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 <b>Teacher Wraparound Edition:</b> JWT 275; T 185, 228, 276		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.				
a.	Select an appropriate format to demonstrate understanding.	<b>Student Edition:</b> 46-49, 234-237, 270-273, 278-281, 286-289 <b>Teacher Wraparound Edition:</b> C 281; JWT 235; LPR 280		

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<b>b</b> .	Gather information from more than one source.	<b>Student Edition:</b> 54-57, 222-229, 274-277, 803, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 <b>Teacher Wraparound Edition:</b>		
<b>c</b>	Report information by paraphrasing, summarizing, and/or quoting from sources.	<b>Student Edition:</b> 226-229, 246-249; 609, 842-846; 844-846 <i>Source Types and Works Cited</i> 228 <b>Teacher Wraparound Edition:</b> T 228		
<b>d</b> .	Use informal citation to support inquiry.	<b>Student Edition:</b> 134-137, 246-249		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Participate in and report on small group learning activities.				
<b>a</b>	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).	<b>Student Edition:</b> <i>Listening and Speaking</i> 53, 61, 85, 117, 121, 171, 179 <b>Teacher Wraparound Edition:</b> C 53, 61; RWC 99		

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b.	Identify and assume responsibility for specific group tasks, including asking relevant Questions.	<b>Student Edition:</b> <i>Cross-Curricular Activity</i> 159, 163 <i>Listening and Speaking</i> 217, 289, 293 <i>Viewing and Representing</i> 57 <b>Teacher Wraparound Edition:</b> CL 128		
c.	Respond appropriately to group members' questions and contributions.	<b>Student Edition:</b> <i>Cross-Curricular Activity</i> 129 <i>Listening and Speaking</i> 11, 129, 183, 209, 213, 221, 225, 233, 245 <b>Teacher Wraparound Edition:</b>		
d.	Present group reports.	<b>Student Edition:</b> <i>Cross-Curricular Activity</i> 73 <i>Listening and Speaking</i> 205, 277, 281 <i>Viewing and Representing</i> 65 <b>Teacher Wraparound Edition:</b> CL 104; LS 105		